



HUNTER-KINARD-TYLER SCHOOL

7066 Norway Road
Neeses, South Carolina

| | | |
|-----------------------|--------------------------|--------------|
| Grades | PK-12 Middle School | |
| Enrollment | 655 Students | |
| Principal | Mr. Hezekiah Massey, III | 803-263-4832 |
| Superintendent | Brenda Turner | 803-534-8081 |
| Board Chair | Mr. Aaron Rudd | 803-534-8081 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------------|
| 2011 | At-Risk | Below Average |
| 2010 | At-Risk | Below Average |
| 2009 | At-Risk | At-Risk |
| 2008 | At-Risk | At-Risk |
| 2007 | At-Risk | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

100%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 19 | 30 | 21 |

* Ratings are calculated with data available by 11/09/2011.

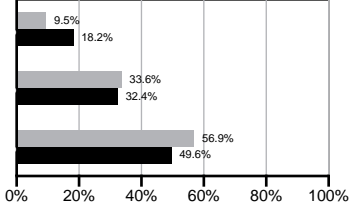
Palmetto Assessment of State Standards (PASS)

Exemplary

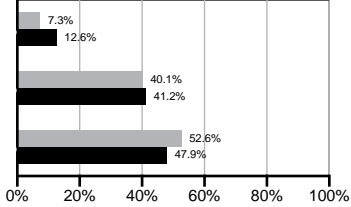
Met

Not Met

English/Language Arts



Mathematics

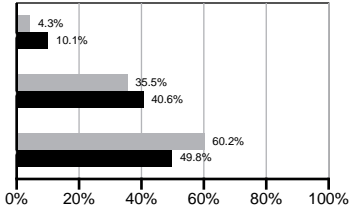


Exemplary

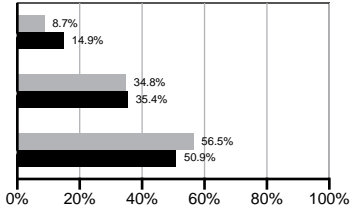
Met

Not Met

Science



Social Studies

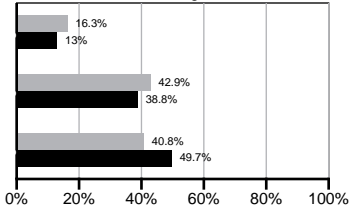


Exemplary

Met

Not Met

Writing



Our school



Middle schools with Students Like Ours

* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2 | 100.0% | 89.9% |
| English 1 | 100.0% | 87.9% |
| Biology 1/Applied Biology 2 | N/A | 46.0% |
| Physical Science | N/A | 13.4% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 100.0% | 89.1% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=655) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 13.3% | Down from 14.7% | 13.9% | 24.5% |
| Retention rate | 1.9% | Down from 2.6% | 1.0% | 0.7% |
| Attendance rate | 99.6% | Up from 94.5% | 95.4% | 95.9% |
| Served by gifted and talented program | 4.1% | Up from 2.7% | 7.2% | 17.8% |
| With disabilities other than speech | 4.3% | Down from 12.7% | 10.9% | 9.2% |
| Older than usual for grade | 4.0% | Down from 11.3% | 2.9% | 1.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 2.4% | Up from 0.6% | 0.4% | 0.4% |
| Annual dropout rate | 0.0% | Down from 0.9% | 0.0% | 0.0% |
| Teachers (n=50) | | | | |
| Teachers with advanced degrees | 60.0% | Up from 59.3% | 58.3% | 60.0% |
| Continuing contract teachers | 66.0% | Up from 55.6% | 69.0% | 82.6% |
| Teachers returning from previous year | 70.9% | Down from 72.3% | 80.2% | 85.6% |
| Teacher attendance rate | 95.3% | Up from 91.7% | 95.3% | 95.3% |
| Average teacher salary* | \$45,672 | Up 1.9% | \$44,142 | \$46,300 |
| Professional development days/teacher | 8.4 days | Down from 9.2 days | 10.6 days | 9.9 days |
| School | | | | |
| Principal's years at school | 1.0 | Up from 0.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.5 to 1 | Down from 23.6 to 1 | 19.0 to 1 | 21.5 to 1 |
| Prime instructional time | 93.4% | Up from 82.5% | 89.3% | 90.1% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 95.5% | Up from 66.9% | 97.3% | 98.1% |
| Character development program | Good | Up from Below Average | Good | Good |
| Dollars spent per pupil** | \$11,810 | Down 18.2% | \$9,685 | \$7,634 |
| Percent of expenditures for instruction** | 45.1% | Down from 51.8% | 61.6% | 64.0% |
| Percent of expenditures for teacher salaries** | 42.6% | Down from 45.4% | 56.3% | 61.2% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2010-11 school year was a memorable one at Hunter-Kinard-Tyler School (HKT). Our vision is to make HKT - A School of Choice! We are exceptionally proud of our students, faculty, and staff as they worked diligently to combine HKT Elementary and HKT Middle/High into one cohesive school. We are upholding our duty as outlined in the Educational Accountability Act to notify the community of the outstanding initiatives we have at Hunter-Kinard-Tyler School.

HKT is situated in a rural setting in an agricultural-based community. Our student population is close to 90% free and reduced lunch. The school serves the communities of Norway, Neeses, and Springfield. HKT worked with our Parenting Coordinator to host monthly family night activities, a Breakfast Book Club for parents of our 4 year old students, and a Parent Power Hour. The cooperation and interaction between our community and school has served to enhance our educational programs. HKT Elementary received the Red Carpet Award last year and we continue to uphold the tenets of that award. HKT High School received the Palmetto Gold Award for closing the achievement gap.

Our academic focus for the year was "Literacy in the Classroom". The Academy of Reading, a computer literacy program based on brain research that helps children learn the skills needed to be fluent readers, was made available to targeted students. Teachers participated in several Balanced Literacy courses offered at our school. Ten HKT elementary, middle and high school teachers participated in the Literacy in the Content Area Team (LCAT) Grant which featured learning activities that teachers in all content areas could utilize in their classrooms.

To accomplish our goal of having our students become successful productive citizens, our curriculum includes an honors program; HSAP, Pass, and SAT prep courses, MGM, Jump Start, occupational, virtual, credit recovery, and a Middle College Program through OC Technical College. The Arts program continues to provide creative outlets for our students; performing concerts, musicals, and drama productions. Seven of our elementary students received invitations to participate in the Summer Gifted and Talented Arts program. We are an inclusion school, where targeted students are given individual assistance as needed. Our sports teams continue to instill leadership and character skills necessary to be good citizens. The members of the National Honor Society, and the Junior BETA Club provided funds to the Boys and Girls Club of Orangeburg, the American Red Cross, and the Leukemia and Lymphoma Society.

Members of the HKT family that support our students are the guidance department, Instructional Facilitator, Academic Coach, Curriculum Coordinator, PBIS Coordinator, and athletic coaches.

Hunter-Kinard-Tyler School's administration, faculty, and staff, along with School Improvement Council, will continue to look for innovative ways to improve academic achievement. We actively solicit and welcome your support in this effort.

Hezekiah Massey III, Principal
Patricia Dangerfield, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | N/A | N/A | N/A |
| Percent satisfied with learning environment | N/A | N/A | N/A |
| Percent satisfied with social and physical environment | N/A | N/A | N/A |
| Percent satisfied with school-home relations | N/A | N/A | N/A |

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Adequate Yearly Progress

NO

This school met 9 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | | |
|---|--------------|-----------------|---------------------|
| | Our District | | State |
| Classes in low poverty schools not taught by highly qualified teachers | N/A | | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.3% | | 4.4% |
| | Our School | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 2.3% | 0.0% | No |
| Student attendance rate | 99.6% | 94.0%** | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 305 | 99.3 | 57.4 | 30.9 | 11.7 | 58.5 | 70.3 | 82.4 | No | Yes |
| Gender | | | | | | | | | | |
| Male | 134 | 99.3 | 61.7 | 26.7 | 11.7 | 55 | 67.1 | 78.7 | N/A | N/A |
| Female | 171 | 99.4 | 54.3 | 34 | 11.7 | 61.1 | 73.7 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 58 | 98.3 | 32.7 | 49 | 18.4 | 79.6 | 79.2 | 88.9 | Yes | Yes |
| African American | 239 | 99.6 | 62.4 | 27 | 10.6 | 54 | 61.1 | 72.9 | No | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 93 | I/S | I/S |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | 61.1 | 79.3 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 29 | 96.6 | N/AV | N/AV | N/AV | 21.4 | 38.7 | 48.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | 60.9 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 262 | 99.2 | 61 | 28.9 | 10 | 55.8 | 65.6 | 75.4 | No | Yes |

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 305 | 99.3 | 58.5 | 35.8 | 5.7 | 58.9 | 71.7 | 81.9 | No | Yes |
| Gender | | | | | | | | | | |
| Male | 134 | 99.3 | 61.7 | 31.7 | 6.7 | 55 | 71.2 | 79.9 | N/A | N/A |
| Female | 171 | 99.4 | 56.2 | 38.9 | 4.9 | 61.7 | 72.2 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 58 | 98.3 | 42.9 | 42.9 | 14.3 | 71.4 | 81.1 | 88.9 | No | Yes |
| African American | 239 | 99.6 | 61.1 | 35 | 4 | 56.6 | 62.1 | 71.4 | No | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 94.6 | I/S | I/S |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | 58.3 | 81.1 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 29 | 96.6 | N/AV | N/AV | N/AV | 14.3 | 37.6 | 47.3 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | 56.5 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 262 | 99.2 | 61 | 34.1 | 4.8 | 55.8 | 66.1 | 74.9 | No | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|

Science

| | | | | | | | | |
|--------------|-----|------|------|------|-----|------|----|------|
| All Students | 212 | 98.6 | 70.1 | 27.3 | 2.6 | 29.9 | 55 | 68.6 |
|--------------|-----|------|------|------|-----|------|----|------|

Gender

| | | | | | | | | |
|------|----|------|------|------|-----|------|----|------|
| Male | 93 | 97.9 | 63.4 | 30.5 | 6.1 | 36.6 | 58 | 68.3 |
|------|----|------|------|------|-----|------|----|------|

| | | | | | | | | |
|--------|-----|------|------|------|------|----|------|------|
| Female | 119 | 99.2 | N/AV | N/AV | N/AV | 25 | 51.8 | 68.9 |
|--------|-----|------|------|------|------|----|------|------|

Racial/Ethnic Group

| | | | | | | | | |
|-------|----|------|----|----|----|----|------|------|
| White | 36 | 97.2 | 50 | 40 | 10 | 50 | 69.8 | 80.7 |
|-------|----|------|----|----|----|----|------|------|

| | | | | | | | | |
|------------------|-----|------|------|------|-----|------|------|------|
| African American | 168 | 98.8 | 73.9 | 24.8 | 1.3 | 26.1 | 40.6 | 51.4 |
|------------------|-----|------|------|------|-----|------|------|------|

| | | | | | | | | |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 85.3 |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|

| | | | | | | | | |
|----------|---|-----|-----|-----|-----|-----|------|------|
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | 39.1 | 61.6 |
|----------|---|-----|-----|-----|-----|-----|------|------|

| | | | | | | | | |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 70.8 |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|

Disability Status

| | | | | | | | | |
|----------|----|------|------|-----|-----|-----|------|------|
| Disabled | 23 | 91.3 | 90.5 | 4.8 | 4.8 | 9.5 | 27.9 | 35.7 |
|----------|----|------|------|-----|-----|-----|------|------|

Migrant Status

| | | | | | | | | |
|---------|-----|------|-----|-----|-----|-----|-----|------|
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 42.9 |
|---------|-----|------|-----|-----|-----|-----|-----|------|

English Proficiency

| | | | | | | | | |
|----------------------------|---|-----|-----|-----|-----|-----|------|------|
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | 35.7 | 60.7 |
|----------------------------|---|-----|-----|-----|-----|-----|------|------|

Socio-Economic Status

| | | | | | | | | |
|------------------|-----|------|------|------|-----|------|------|------|
| Subsidized meals | 184 | 98.9 | 71.3 | 26.4 | 2.3 | 28.7 | 48.1 | 57.3 |
|------------------|-----|------|------|------|-----|------|------|------|

Social Studies

| | | | | | | | | |
|--------------|-----|----|------|------|-----|------|------|------|
| All Students | 205 | 99 | 60.4 | 33.2 | 6.4 | 39.6 | 60.9 | 72.5 |
|--------------|-----|----|------|------|-----|------|------|------|

Gender

| | | | | | | | | |
|------|----|----|------|------|-----|------|------|----|
| Male | 98 | 99 | 60.2 | 30.7 | 9.1 | 39.8 | 61.6 | 72 |
|------|----|----|------|------|-----|------|------|----|

| | | | | | | | | |
|--------|-----|------|------|------|---|------|------|------|
| Female | 107 | 99.1 | 60.6 | 35.4 | 4 | 39.4 | 60.1 | 73.1 |
|--------|-----|------|------|------|---|------|------|------|

Racial/Ethnic Group

| | | | | | | | | |
|-------|----|------|------|------|------|------|------|----|
| White | 37 | 97.3 | 53.3 | 33.3 | 13.3 | 46.7 | 70.3 | 81 |
|-------|----|------|------|------|------|------|------|----|

| | | | | | | | | |
|------------------|-----|------|------|------|-----|------|------|----|
| African American | 163 | 99.4 | 62.1 | 32.7 | 5.2 | 37.9 | 50.5 | 60 |
|------------------|-----|------|------|------|-----|------|------|----|

| | | | | | | | | |
|------------------------|---|-----|-----|-----|-----|-----|-----|----|
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 89 |
|------------------------|---|-----|-----|-----|-----|-----|-----|----|

| | | | | | | | | |
|----------|---|-----|-----|-----|-----|-----|----|------|
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | 55 | 69.6 |
|----------|---|-----|-----|-----|-----|-----|----|------|

| | | | | | | | | |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.5 |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|

Disability Status

| | | | | | | | | |
|----------|----|------|------|------|------|-----|------|------|
| Disabled | 19 | 94.7 | N/AV | N/AV | N/AV | 5.6 | 34.7 | 40.5 |
|----------|----|------|------|------|------|-----|------|------|

Migrant Status

| | | | | | | | | |
|---------|-----|------|-----|-----|-----|-----|-----|------|
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 53.8 |
|---------|-----|------|-----|-----|-----|-----|-----|------|

English Proficiency

| | | | | | | | | |
|----------------------------|---|-----|-----|-----|-----|-----|------|------|
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | 56.3 | 69.7 |
|----------------------------|---|-----|-----|-----|-----|-----|------|------|

Socio-Economic Status

| | | | | | | | | |
|------------------|-----|------|------|------|-----|------|----|------|
| Subsidized meals | 172 | 98.8 | 62.6 | 33.1 | 4.3 | 37.4 | 56 | 62.9 |
|------------------|-----|------|------|------|-----|------|----|------|

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 95 | 100 | 43.5 | 40.2 | 16.3 | 56.5 | 56.6 | 73.2 | 99.5 | 95.8 |
| Gender | | | | | | | | | | |
| Male | 35 | 100 | 40.6 | 37.5 | 21.9 | 59.4 | 55.6 | 67.2 | 99.5 | 95.4 |
| Female | 60 | 100 | 45 | 41.7 | 13.3 | 55 | 57.6 | 79.4 | 99.6 | 96.2 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 21 | 100 | 30 | 45 | 25 | 70 | 65.5 | 81.5 | 99.2 | 95 |
| African American | 74 | 100 | 47.2 | 38.9 | 13.9 | 52.8 | 47.4 | 61.3 | 99.6 | 96.5 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 87 | 99.9 | 94.8 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 36.4 | 66.7 | 98.4 | 96.4 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 | N/A | 97.1 |
| Disability Status | | | | | | | | | | |
| Disabled | 6 | I/S | I/S | I/S | I/S | I/S | 4.2 | 26 | 98.8 | 94.9 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 40.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 65.7 | 99.9 | 96.7 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 81 | 100 | 47.4 | 42.3 | 10.3 | 52.6 | 50.8 | 63.2 | 99.5 | 95.8 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|

English/Language Arts

| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
|------|---|----|------|------|------|------|------|
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 60 | 100 | 52.6 | 24.6 | 22.8 | 47.4 |
| | 8 | 46 | 100 | 66.7 | 23.8 | 9.5 | 33.3 |
| 2011 | 3 | 54 | 100 | 67.3 | 14.3 | 18.4 | 32.7 |
| | 4 | 58 | 96.6 | 55.8 | 30.8 | 13.5 | 44.2 |
| | 5 | 43 | 100 | 51.2 | 39.5 | 9.3 | 48.8 |
| | 6 | 45 | 100 | 57.1 | 28.6 | 14.3 | 42.9 |
| | 7 | 54 | 100 | 64.6 | 29.2 | 6.3 | 35.4 |
| | 8 | 51 | 100 | 47.9 | 43.8 | 8.3 | 52.1 |

Mathematics

| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
|------|---|----|------|------|------|------|------|
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 60 | 100 | 61.4 | 35.1 | 3.5 | 38.6 |
| | 8 | 46 | 100 | 47.6 | 42.9 | 9.5 | 52.4 |
| 2011 | 3 | 54 | 100 | 65.3 | 30.6 | 4.1 | 34.7 |
| | 4 | 58 | 96.6 | 71.2 | 25 | 3.8 | 28.8 |
| | 5 | 43 | 100 | 55.8 | 39.5 | 4.7 | 44.2 |
| | 6 | 45 | 100 | 64.3 | 33.3 | 2.4 | 35.7 |
| | 7 | 54 | 100 | 56.3 | 37.5 | 6.3 | 43.8 |
| | 8 | 51 | 100 | 37.5 | 50 | 12.5 | 62.5 |

Science

| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
|------|---|----|------|------|------|------|------|
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 60 | 100 | 52.6 | 40.4 | 7 | 47.4 |
| | 8 | 24 | 95.8 | N/A | N/A | N/A | 28.6 |
| 2011 | 3 | 28 | 96.4 | N/AV | N/AV | N/AV | 12 |
| | 4 | 58 | 96.6 | N/AV | N/AV | N/AV | 21.2 |
| | 5 | 23 | 100 | N/AV | N/AV | N/AV | 26.1 |
| | 6 | 24 | 100 | 69.6 | 26.1 | 4.3 | 30.4 |
| | 7 | 54 | 100 | 52.1 | 43.8 | 4.2 | 47.9 |
| | 8 | 25 | 100 | 65.2 | 26.1 | 8.7 | 34.8 |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 60 | 100 | 77.2 | 19.3 | 3.5 | 22.8 |
| | 8 | 22 | 95.5 | 55 | 35 | 10 | 45 |
| 2011 | 3 | 26 | 100 | N/AV | N/AV | N/AV | 4.3 |
| | 4 | 58 | 96.6 | 55.8 | 40.4 | 3.8 | 44.2 |
| | 5 | 20 | 100 | 50 | 40 | 10 | 50 |
| | 6 | 21 | 100 | N/AV | N/AV | N/AV | 47.4 |
| | 7 | 54 | 100 | 66.7 | 25 | 8.3 | 33.3 |
| | 8 | 26 | 100 | 40 | 44 | 16 | 60 |
| Writing | | | | | | | |
| 2010 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 60 | 98.3 | 50 | 37.5 | 12.5 | 50 |
| | 8 | 47 | 100 | 53.5 | 44.2 | 2.3 | 46.5 |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 43 | 100 | 46.5 | 37.2 | 16.3 | 53.5 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | 52 | 100 | 40.8 | 42.9 | 16.3 | 59.2 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample